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ABSTRACT

This instructional unit for grades 4-6 specifies objectives, resources, and lesson plans to help students develop knowledge and appreciation of contributions made by blacks to American society. The activities can be integrated with other program areas, such as language arts, music, and art. For each of four instructional objectives the unit suggests activities, sample assessments, class and team projects, and class presentations. One major activity involves reading full-length biographies of famous individuals, such as Booker T. Washington, Jackie Robinson, Mary McLeod Bethune, and Martin Luther King, Jr. Information-sharing activities involve (1) creation of data sheets which show obstacles overcome by blacks and contributions made by individual black Americans and (2) a class slide show with content and script prepared by the students. A time line showing the lives and contributions of various individuals can be constructed to illustrate that the influence of black Americans spans all periods of American history. An appendix contains sample data sheet forms and planning forms for a class slide show. A unit support package provides annotated bibliographies of six reference books, ten multiple biographies, 56 biographies of individuals, and nine biographies of black athletes. Also listed are two periodicals, 11 audiovisual materials, and three places to visit in Washington, D.C. (AV)

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Learning More About Black Americans

An instructional unit for the upper elementary grades

SP009689

Summer 1976

Montgomery County Public Schools
Rockville, Maryland

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INTRODUCTION AND ACKNOWLEDGMENTS

The development of Learning More About Black Americans was initiated by the late Norman Lee Schneider, former director of the Department of Curriculum and Instruction, whose death occurred during the structuring of the unit. Mr. Schneider followed the development of the unit with great interest and not only gave it every possible encouragement and support but also was instrumental in the unit's being piloted. Throughout his long service to the schools of Montgomery County, Mr. Schneider was concerned with excellence in teaching and learning and in making the instructional program responsive to the needs of the times. It is the hope of those who developed this unit that it honors his memory.

Learning More About Black Americans was developed for the Montgomery County Public Schools by Harriet Baldwin and was presented to the Council on Instruction in the fall of 1974. Assisting Mrs. Baldwin were the following members of the Department of Curriculum and Instruction: Mary Ann Britton, teacher specialist; Jeanne Bruce, teacher specialist; Kenneth J. Egloff, coordinator of elementary social studies; Susan Freienmuth, teacher specialist; Jimmy E. Nations, assistant director; and Elizabeth C. Wilson, consultant in curriculum. Robert Hatchell, coordinator of human relations education services, Department of Human Relations, participated in the unit's development throughout. Library assistance was provided by Pat Downes, librarian of Rock Creek Valley Elementary School, and Bessie Williams, librarian of Northwood High School. Russell L. Adams served as a consultant during the development of the unit. Dr. Adams is Associate Professor of Afro-American Studies and chairman of the Department of Afro-American Studies at Howard University.

This instructional guide contains a set of plans for teaching about Black Americans* and an extensive bibliography of instructional materials which support the teaching plans.

A number of highly recommended sources were used in developing this unit, after consultation with many people within and outside the Montgomery County Public Schools. From these sources were drawn most of the titles of books and audiovisual materials which are identified for use within the unit. All such books and materials have been approved for use in accordance with the procedures specified by Evaluation and Selection, Department of Educational Media and Technology, MCPS. It cannot be stressed too strongly that ONLY THOSE BOOKS AND MATERIALS THAT HAVE BEEN APPROVED BY MCPS EVALUATION AND SELECTION PROCEDURES MAY BE USED. Teachers are referred to approved materials listed in *Being Black in America, A Multimedia Listing of the 70's (K-12)*, prepared by E & S and published in the fall of 1975.

Sources used in the development of this unit are listed below:

Baker, Augusta. *The Black Experience in Children's Books.* New York: New York Public Library, 1971.

Jackson, Miles M., Jr. (ed.). *Bibliography of Negro History and Culture for Young Readers.* Pittsburgh: University of Pittsburgh Press, 1969.

Koblitz, Minnie W. *The Negro in Schoolroom Literature: Resource Materials for the Teacher of Kindergarten Through the Sixth Grade.* New York: Center for Urban Education, 1970.

Montgomery County Department of Public Libraries. *I Am the Darker Brother.* Rockville, Md., 1970; Addendum, 1972.

*NOTE: The term *Black American*, as used to denote a specific ethnic group, will be capitalized throughout this bulletin. Except in this specific reference, the words *black*, as an adjective, and *blacks*, as a noun, will be lower-cased.

Montgomery County (Maryland) Public Schools, Department of Educational Media and Technology.

Negroes in American Life: An Annotated Bibliography of Books for Elementary School. Fall 1968.

Negroes in American Life: Bibliography Supplement. Fall 1969.

Negroes in American Life: An Annotated Bibliography of Nonprint Media. February 1971.

Educational Films, 1972 Catalog. September 1973.

Reading is FUNdamental. *RIF's Guide to Book Selection, 1973.* Washington, D.C.: The Smithsonian Institution, 1973.

OVERVIEW

RATIONALE

Developing knowledge and appreciation of the contributions of black people to American life is implicit in the general objectives of the social studies program in the Montgomery County Public Schools. The decision to develop this elementary social studies unit was made because of the need to add to the elementary program some of the knowledge generated in the past two decades by the fields of black studies and Afro-American history. The decision to develop such a unit for the upper elementary grades (4-6) was made because excellent instructional materials for that level were available in the form of individual biographies which could be incorporated easily into the existing history and geography sequence.

Learning More About Black Americans will provide students with a foundation for further learning about the multi-ethnic character of American society; help them build on knowledge and positive attitudes they may have previously acquired; and help bring about a better understanding of each other.

The unit attempts to spotlight some of the achievements of a few black men and women in this country. It is by no means a complete treatment of this group of individuals. Therefore, when any of the focus individuals is studied, several companion figures should also be introduced to prevent students from assuming that the only outstanding black figures are those spotlighted here.

Carefully selected instructional materials constitute the "Unit Support Package" for Learning More About Black Americans. Additional study materials for students are also suggested. However, inasmuch as an abundance of materials does not in itself insure a successful learning experience, teachers must determine how materials can be used most effectively to attain the program objectives.

INSTRUCTIONAL OBJECTIVES

The major student outcome for Learning More About Black Americans is to develop in the student a knowledge and appreciation of the many contributions made by black individuals to American society in the past and today.

The instructional objectives of the unit are stated more precisely than the general student outcome from which they were derived since they were formulated to provide guidance in planning activities to meet that outcome. These objectives are presented in the order in which they occur in the teaching plans for the four unit segments.

By the end of the unit, the student should be able to:

- identify well-known Black Americans who have made outstanding contributions to American life
- identify well-known Black Americans who are making contributions in many areas of American life today
- identify Black Americans who may not be so well-known but who nonetheless have made and/or are making positive contributions to American life
- recognize that the contributions of Black Americans have spanned all periods of American history

ACTIVITIES AND RESOURCES

Because the instructional resources which support the development of the instructional objectives are unfortunately not equally rich, the four segments are of different length and richness. Activities within each segment are varied, and options are suggested to provide for a range of interests and aptitudes on the part of students and teachers. Integration with other program areas — particularly with language arts, music, and art — will, of course, enrich the unit.

Students will use a variety of printed and audiovisual materials to learn about Black Americans who have made outstanding contributions to American life. A major activity of the unit is reading full-length biographies, and each student will read at least one. Because the number and variety of biographies is so great, each student should be able to read about a black individual whose accomplishments are of special personal interest.

In addition to biographies, students will use reference books, multiple biographies, and audiovisual materials to learn more about the individuals whose biographies they have read. After having used biographies, reference materials, and audiovisual resources, students will have opportunities 1) to communicate with each other in large and small groups about the individuals they have studied and 2) to learn from each other as peer teachers.

The black individuals about whom students can learn are, in most cases, well-known people who have made outstanding, even heroic, contributions to American life. Many of them are no longer living. In order to learn about well-known contemporary Black Americans, students will talk to adults, use newspapers and magazines, and view television. They may organize according to occupational groups the individuals about whom they learn. Occupations are used as an organizing theme because they have meaning to young people and because many books organize contributions of black people in occupational terms. The number and variety of the occupations of Black Americans is one way of stating the number and variety of their contributions to American life. In addition, the use of occupations provides an opportunity for teachers to introduce concepts drawn from career education.*

All the individuals learned about during Learning More About Black American will be grouped into four periods of American history. These activities will reinforce students' awareness of historical periods and will enrich their understanding of the terms used both today and in the past. They will also help develop skill in gathering, organizing, and communicating information. Students will use several sources of information; combine information from them to answer questions; and communicate information and ideas verbally, in writing, and in other media.

Students will be able to work effectively in groups of various sizes and with varying degrees of teacher supervision. This unit provides opportunities for them to work in teams and small groups and to develop skill in planning group projects, in developing written plans for doing them, and in completing the projects using the plans.

Learning More About Black Americans may kindle strong feelings and raise questions which involve students' values. Students may come to feel that the individuals they are learning about were treated unfairly. Some will learn about slavery for the first time during the unit, while others will learn about the other forms of oppression black people have experienced. Slavery, prejudice, discrimination, and Jim Crow laws will be discussed; and students will inquire why these things came about and why black people were treated in such ways. The unit will help students to deal with their feelings by organizing information and developing skill in making value judgments.

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*Because of the almost universal enthusiasm of upper elementary-age students for sports and its practitioners, Sports has been selected as the sample occupational category.

SEGMENT 1

INSTRUCTIONAL OBJECTIVE: *The student should be able to identify well-known Black Americans who have made outstanding contributions to American life.*

ACTIVITIES DEALING WITH FOCUS INDIVIDUALS

1. Each student will select from the list below (or the teacher will assign) a black individual about whom to learn. Full-length biographies of all these individuals are included in the Support Package, except for Robert Smalls, for whom there is material in multiple biographies. The selection or assignment of a black individual should be based on the interests of the student.

   Students will work in teams of two or three. The members of each team will read either the same biography or different biographies of the same individual. These are the individuals from whom selections or assignments will be made:

Marian Anderson	Charles Drew	Gordon Parks
Benjamin Banneker	Matthew Henson	Jackie Robinson
Mary McLeod Bethune	Langston Hughes	Robert Smalls
Ralph Bunche	Martin Luther King, Jr.	Harriet Tubman
George Washington Carver	Malcolm X	Booker T. Washington
Frederick Douglass	Thurgood Marshall	Phillis Wheatley

2. Each student will read a biography of the individual selected or assigned and, together with other members of the team, will view a filmstrip, if one is available, about the individual.

3. As students read and look at pictures of the black individual they are learning about, they will discuss the following questions with members of their team and with the teachers:

   a) What events in his/her life were important?
   b) What qualities did he/she have?
   c) What hardships or obstacles did he/she have to overcome?
   d) Did anyone help him/her to overcome these obstacles?
   e) What did he/she do which made other people's lives better?

   Encourage students to talk to each other and to you until they can answer the questions verbally. It may take some students longer than others. Some students may want to write out the answers to these questions. Data Sheet 1 can be used for this purpose. (See page A-3.)

SAMPLE ASSESSMENT

Each student will perform one of the following assessment tasks:

1. In a conversation with your teacher or in writing, describe briefly one important event in the life of the black individual you are learning about; and tell at least one thing he/she did which has made other people's lives better.

2. If you had an opportunity to meet the person you have been learning about, what are some of the things you would like to talk to him/her about? What questions would you ask? You may write as much as you want to, but you must write at least one sentence to answer each question.

After observing and talking with each student, answer the following questions:

1. Is he/she using several sources of information and combining information from them?
2. Is he/she making selections among items of information — e.g., deciding which of two or three things is the most important? Is he/she grouping similar things? Summarizing them?
3. Is he/she exchanging information with other students? Does he/she talk to others in the group and listen to them? Can he/she tell you something learned from another student?
4. Does he/she seem to you to be concerned with significant, rather than trivial, information?

CLASS AND TEAM PROJECTS:

There are two kinds of projects in which teams may engage. The first is a class project to which each team can contribute a portion. The second is one in which teams complete projects which are independent of each other.

Class Projects

1. Decide on a class project. Here are some suggestions.

   a) Make a data bank. Each team prepares data cards about the individual it is studying. There might be six cards for each individual, one providing the dates of the life of the individual, the others providing items of information which answer the questions in item 3 on page 1. A suggested form for data cards is given below:

_____ Name of individual _____ Dates of his/her life	_____ Name of individual Important events in his/her life _____ _____ _____
_____ Name of individual Some of his/her important qualities _____ _____ _____	_____ Name of individual Hardships or obstacles he/she overcame _____ _____ _____
_____ Name of individual People who helped him/her _____ _____ _____	_____ Name of individual Things he/she did to make other people's lives better _____ _____ _____

When the data cards are completed, the data bank can be assembled according to individuals and reassembled according to the kinds of information the cards contain.

b) Make a slide show using a "Visual Maker" and a tape recorder. Teams can develop a sequence of two or three slides about particular individuals, write a script to accompany the slides, and record the script. The slides and recordings can be assembled into a slide show which students could present to another class.

c) Make an art gallery. Teams of students can make portraits, pictures, collages, sculpture, or models relating to particular black individuals, arranging the items in a classroom art gallery. Each item should be accompanied by an exhibit card briefly summarizing pertinent information.

d) Make a class book to which each team can contribute a few pages relating to the individual it is learning about. Present the book to the school media center.

2. In a class discussion, talk over the project selected. The discussion should be wide-ranging but detailed, and everyone should feel free to contribute. As a plan for the project begins to emerge, consider what things are needed for the project; who wants to assume which responsibilities; procedures; amount of time needed.

   List on the chalkboard answers to the following questions:

   a) What things will the project show or communicate about the black individuals it deals with — events in their lives, their qualities, things they did which made other people's lives better, or all of these?

   b) What things will we need to complete the project?

   c) What tasks must be done first, second, third, etc.?

   d) Who will complete each task?

   e) When will the project be completed?

3. Each team will develop a written plan for its portion of the project. The plan may consist of written answers to such questions as those immediately above. Teams may prefer to adopt the *Team Planning Form for a Class Slide Show*. (See page A-19.)

4. Complete the project, using the written plan, and present it to an invited audience.

Team Projects

1. Here are some suggestions for projects which teams may select.

   a) Pretend you are the black individual you have been studying. You have been asked to tell someone else the story of your life or of a particular event or period in it. Plan your story, and record it on a tape. You might select or draw a picture, to accompany the tape recording.

   b) Plan a television interview with the individual. Write a series of questions and plan the answers. Tape record the interview.

   c) Design a "commemorative stamp" about the individual. Write a brief statement explaining what the design shows about the individual.

   d) Write an article for a newspaper about an important event in the life of the individual.

   e) Select and write a story about an event which either happened or might have happened to the individual. Act out the story.

   f) Write a script for a radio program about the individual. Record it on a tape.

   g) Make a set of pictures or a roller movie about the individual. Write an accompanying script consisting of a few sentences about each picture. Record the script.

h) Make a picture book about the individual. Draw pictures and write captions for them.

i) Make a life-line about the individual's life. Make a set of small pictures depicting the main events in his/her life, and hang them on a string in the order in which they occurred. Write on the reverse side of each picture a description of the event portrayed.

j) Make a slide show about the individual, using the Visual Maker. Make a set of pictures; make slides of them; write a script to accompany them; and record the script on a tape.

k) Make a display of items for an art gallery which portrays important things about the individual — a portrait, a piece of sculpture, a picture, a collage, etc. Write an "exhibit card" to accompany the museum item, summarizing the individual's life.

l) Write a play about the life of the individual and perform it for the class.

m) Produce a video tape program about the individual. Write a script; select some pictures; draw some pictures; make title cards and picture captions. Borrow video taping equipment and tape the program.

2. Each team will discuss its project in detail and develop a written plan. Teams may write answers to questions a) through e) of Project 2 on page 3. Or teams may use the *Team Project Plan Form.* (See page A-21.)

3. Each team will complete its project and present it to the other students when it is finished. Since projects will probably be completed at different times, presenting each as it is completed will avoid having a great many presentations scheduled consecutively in a short period of time.

SAMPLE ASSESSMENT

Provide an opportunity for students to develop a written plan for a group project later in the unit, or in another program area, or later in the year. As students work on this second project and develop a written plan for it, are they utilizing skills developed in this unit?

ACTIVITIES TO FOLLOW TEAM PRESENTATIONS

1. As the teams present their projects, students should record important information about the black individuals whom other teams have been studying. Students can make notebooks of their own design; or they may complete a copy of Data Sheet 1 about each individual as projects are presented, and combine the sheets to make a notebook. Other students might find it a challenge to use the Data Book. (See page A-25.)

2. When all the projects have been presented, you may:

   a) Make a chalkboard chart using Data Sheet 2 as a model. As students recall the names, list them and complete the chart during a class discussion. (See page A-5.)

   b) Distribute copies of Data Sheet 2, which students may complete themselves.

   c) Organize the class into small groups, and have each group list those things done by the individuals studied that made other people's lives better. When the groups have compiled lists, combine them into a single list in a class discussion.

   d) Make cards to play the game "Who Am I?" On one side of the card, write the name of a black individual; and on the other side, write something he/she did which made other people's lives better. Make a card for each individual studied by members of the class. Organize the class into teams and play the game.

e) In a class discussion, list the things done by the black individuals studied which made things better for other people. Such a list would include:

helping other black people get their rights
running schools for other black people
helping black people escape from slavery
making important scientific discoveries
writing poems and books
performing beautiful music
working for peace

SAMPLE ASSESSMENTS

Each student will do one of the following assessment tasks:

1. Complete a crossword puzzle on Black Americans. (The crossword puzzle is to be developed by the teacher.) Students will fill in the spaces in the puzzle with the names of Black Americans the group has learned about. Clues should be brief statements of the contributions made by these individuals to American life.

Suggestions:

Inventor of a clock who also taught himself a great deal about astronomy

A teacher who started a college

An official in the State Department and the United Nations

A scientist who figured out many ways in which plants could be better grown and used

A slave who became both a famous speaker against slavery and a newspaper writer

A doctor who made important discoveries about blood

One of the first men to stand on the North Pole

A minister who helped black people win more of the rights all people are entitled to

A slave who escaped to freedom and helped many other slaves to escape

The first black player in the major leagues

2. Select at least three black individuals studied by members of the class. Write a sentence about each one, stating something he/she did that made other people's lives better.
3. Talk to other members of the class to review their projects, and select five individuals studied by other members of the class. Describe an important event in the life of each of the five, and state something he/she did which made other people's lives better.
4. Think about all the individuals the class has been studying. List other individuals, and state why you would like to meet them and what you would like to talk about.

As students are completing their projects and presenting them to each other, answer the following questions based on your observation and conversations with them. These questions are designed to help you determine whether students are developing appreciation of the individuals they are learning about.

1. Do students appear to be interested in and curious about the individuals other students have studied? Do they ask questions? Do they compare the individuals other students have studied with the individuals they have studied themselves?
2. Are children asking questions about *slavery, prejudice, discrimination, Jim Crow laws, segregation?*

ACTIVITIES DEALING WITH DISCRIMINATION AND CIVIL RIGHTS

Students differ in their ability to discuss discrimination and the denial of civil rights to black people. All students, however, can understand that the black people they have learned about had to struggle against obstacles. All students should be able to perform one of the first three options in the activity below. The fourth option is for those few students who are able to grasp the abstract concepts of "civil rights" and "equal rights."

Option 1. Make a chalkboard chart, using Data Sheet 3 as a model. (See page A-7.) Write the names of the individuals studied, in the order in which students recall them. Complete the chart in a class discussion of discrimination suffered by these individuals.

Option 2. List on the chalkboard the names of all the black individuals students have learned about, in the order recalled. Organize the class into small groups, and distribute a copy of Data Sheet 3 to each group. Assign the names of a certain number of individuals to each group; and tell the groups to complete the Data Sheet by either recalling information about the individuals assigned, using their notebooks, or talking to the members of the class who studied the individuals. When the teams have completed the Data Sheets, combine their lists into a single list in a class discussion.

Option 3. In a class discussion, list the obstacles which had to be overcome by the individuals whom students have learned about. A list will include such items as these:

being bought and sold
being hurt
being unable to go to school
being unable to get a job
being poor
being refused service in some restaurants
having to sit in the back of a bus

Option 4. For those students who can deal with the concepts, discuss *slavery, prejudice, discrimination, civil rights,* and *equal rights.* Make a list of the rights *everyone* should have. The list should include:

the right to go to a good school
the right to a job for which you're qualified
the right to vote in any election
the right to run for any public office
the right to live in any house you're able to afford
the right to stay in any hotel or eat in any restaurant that isn't full
the right to sit where you want to in a theatre
the right to be treated fairly by the police and by judges

Discuss ways in which white people have been helpful to black people. Some students may want to read the biographies below and share with the class.

Archer, Jules. *Angry Abolitionist.* Messner, 1969.

Faber, Doris. *I Will Be Heard: The Life of William Lloyd Garrison.* Lothrop, 1970.

Yates, Elizabeth. *Prudence Crandall: Woman of Courage.* Dutton, 1955.

SAMPLE ASSESSMENTS

Students will perform one of the following assessment tasks:

1. Choose three black individuals studied by members of the class. Write a sentence about each one, describing an obstacle he/she had to overcome. Answer the question: Do you think these people were treated fairly? Tell why you feel as you do.
2. Choose three black individuals studied by members of the class. Describe an experience each one had in which he/she did not have the same rights as other Americans. Answer the question: Do you think it is fair for some people to have more rights than other people have? Tell why you feel as you do.

NATIONAL PORTRAIT GALLERY TOUR

ACTIVITIES RELATED TO THE NATIONAL PORTRAIT GALLERY TOUR

It will be necessary for the teacher to plan carefully if a trip to the National Portrait Gallery is contemplated.

1. A member of the Education Division of the National Portrait Gallery may be able to visit the classroom; discuss portraiture with the students; help them make portraits; and show them slides of portraits of one or two black individuals the students may already know about as well as one or two individuals the students do not know about whose portraits are on permanent display at the Gallery.
2. On the day following the Gallery visit, have students meet again with their tour groups and plan an oral report about the individuals they learned about for the first time during the Gallery visit. This report should include the dates of the individuals' lives, some important events in their lives, and some things the individuals did which made other people's lives better. Students may use reference books in the Support Package in preparing these reports. As reports are presented, have students add notes about these individuals to their notebooks.
3. In a class discussion, list on the chalkboard the people students learned about at the Gallery. Ask students to state something each individual did which made other people's lives better.
4. Have students add to Data Sheet 2 the names of the individuals they learned about at the Gallery.

SAMPLE ASSESSMENT:

Students will complete the following assessment tasks:

1. Name a black individual whom you knew about *before* you went to the National Portrait Gallery, and write one or two sentences stating new things you learned about him/her from the Gallery visit.
2. Name a black individual you learned about for the first time at the Gallery, and write one or two sentences stating something you learned about him/her.

SEGMENT 2

INSTRUCTIONAL OBJECTIVE: *The student should be able to identify well-known Black Americans who are making contributions in many areas of American life today.*

ACTIVITIES

Reread the comments on page viii about using occupations as an organizing theme for learning about contemporary black people. In the activities which follow, students may be carried away by collecting and sorting names, and it may be necessary to refocus their discussion frequently on the contributions of the individuals being studied.

1. List, in the order in which the students recall them, well-known black individuals who are living today. Your suggesting a black performer or athlete may help get students started. Have them ask their parents and other adults for additional names. Television is another good source; see especially Washington area news programs.

2. Discuss occupations as a way in which people make contributions to society, and organize into occupational groups the names students are suggesting. Begin a chalkboard chart about the occupations of well-known black people, using Data Sheet 4 as a model. Begin with the occupational groups of the individuals students have identified. Government work, sports, and television performing will probably be among the categories suggested. Some student may want to use Data Sheet 4. (See page A-9.)

3. Discuss the occupations of the black people whom students studied in Segment 1, and add their occupations and their names to the chart. These individuals may be grouped in the following occupational categories:

Civil Rights	Frederick Douglass Martin Luther King Malcolm X Harriet Tubman
Education	Mary McLeod Bethune Booker T. Washington
Exploration	Matthew Henson
Government Work	Ralph Bunche Thurgood Marshall Robert Smalls
Music	Marian Anderson
Photography	Gordon Parks
Science	Benjamin Banneker George Washington Carver Charles Drew
Sports	Jackie Robinson
Television Performing	(To be listed by students)
Writing	Langston Hughes Phillis Wheatley

Distribute copies of Data Sheet 5 which students can use to make a combined list of those people they learned about in Segment 1 and those they have just listed. (See page A-11.)

To the notebook they made in Segment 1, students might also add a section about "Well-known Black Americans Today."

4. Because the instructional resources on which students can draw in this segment are not as rich as those available to them in the preceding segment, *class* projects will probably be more effective than *team* projects.

   Here are some suggestions for class projects:

   a) Make a wall chart of pictures of well-known black individuals in various occupations, using Data Sheet 5 as a model. Have students cut pictures from magazines and newspapers and paste them in the appropriate spaces on the chart. You will need to provide suitable resources such as *The Washington Post, Washington Star-News, Ebony,* and *Black Sports* from which students can cut pictures.* The group might be organized into teams or small groups, each of which could be responsible for a particular occupation.

   b) Make a circular collage with pictures of black people at work. The pictures need not be only of the occupations listed under No. 3 above. Use other magazines and newspapers as well as those listed in 4a) above, observing the cautions indicated in the footnote below. Make the collage into a pie chart: divide it with masking tape into eight segments, or draw lines with a heavy magic marker. Label the pie segments with the names of the ten occupational groups listed on page 9, and make name cards for black individuals. Place each name card near the segment of the pie chart representing the occupation of the individual, and connect the name cards to the pie chart segments with pieces of string.

   c) Make cards about the individuals whom students have identified for the "Who Am I?" game. Write the name of the individual and his/her occupation on the card, and add occupations to the cards already in the set. Organize the class into teams, and play the game.

SAMPLE ASSESSMENTS

Students will complete one of the following assessment tasks:

1. List three occupations in which well-known Black Americans are contributing to American life today and name one individual in that occupation.
2. Select three well-known black individuals who are alive today and write a sentence stating something each of them is doing which makes other people's lives better.

* As teacher, you must have screened each of these magazines and newspapers carefully for total content.

SEGMENT 3*

INSTRUCTIONAL OBJECTIVE: *The students should be able to identify Black Americans who may not be so well-known but who nonetheless have made and/or are making positive contributions to American life.*

ACTIVITIES

Occupations are used once more as an organizing theme.

1. Organize the class into teams, and ask each team to make a list of occupations in which Black Americans who are well-known have made positive contributions to American life in the past and/or today. The teams will use reference books in the Support Package, biographies students read in Segment 1, magazines, and newspapers. Students can note the occupations of people mentioned in the book who were not the subject of that biography and should be encouraged to draw on their own general knowledge and that of their parents about such occupations.

   An optional activity can be for each student to use Data Sheet 6 and a picture source such as a reference book, several biographies, a newspaper or magazine, filling in the form and noting the occupations pictured in the source. (See page A-13.)

   While students are organized in teams for this optional activity, each has an excellent opportunity to work *independently* at a task that is almost identical to those of the other team members. Since skill in working independently underlies skill in working as a member of a group, this activity can be viewed as contributing to the development of the latter skill. To develop skill in planning, discuss in detail the task students are to do; identify the things each student will need to do to accomplish the task; suggest the steps to be followed; and decide on a time when the task should be completed.

   A few students might read biographies of the following people (see the annotated list of *Resources*, page A-39) and tell other members of the class about them:

Jim Beckwourth	Nat Love
Amos Fortune	Rosa Parks

2. In a class discussion, combine into a single list the lists students have made. The following occupations will probably be identified:

bus driving	government work
carpentering	law
cattle herding	mechanical work
church work	medicine
computer operation	military life
construction work	nursing
crane operating	police work
electrical work	postal work
factory work	selling
farming	teaching

*The instructional materials available to support this segment are unfortunately very limited.

SAMPLE ASSESSMENT

Students will complete the following assessment task:

List at least four occupations in which Black Americans who are less well-known have made positive contributions to American life.

Join the students in the following activity in order to determine whether they are developing appreciation of the positive contributions to American life of black people who are less well-known, and in order to develop their skill in using information in making value judgments.

Talk about the list of occupations which students have compiled, and ask the students which if any occupation on the list they think we could get along without. Why?

Remind students of the discussion held at the end of Segment 2 about things well-known black people are doing to make life better for all. Ask students to tell you even more things which Black Americans who are less well-known are doing.

SEGMENT 4

INSTRUCTIONAL OBJECTIVE: *The student should be able to recognize that the contributions of Black Americans have spanned all periods of American history.*

ACTIVITIES

The activity which follows can be integrated into one of the earlier segments, or it can be used as a separate segment as it is done here. Given these four periods of American history — a) the 1700's; b) the 1800's; c) the Early 1900's; and d) Recent Times and Today — assign each of the black individuals about whom students have learned to one of the periods by correlating the dates of each individual's birth and death with the periods. This method succeeds well except with a few individuals who fall equally easily into two periods; in this case the more appropriate period is shown below. The names of the periods are purposely imprecise, and you should bear in mind that the dates with which students will be dealing are not ends in themselves but means to the larger understanding that black people have always played valuable roles in American life.

Make a time-line. Across a wall, stretch a line long enough to hold time-line cards for all the individuals studied by members of the class during Segment 1 and an agreed number (perhaps 10) of those studied during Segment 2. Divide the time-line into four segments, and label the segments with the names of the four periods in American history identified above. Have each team make a time-line card for the individual studied during Segment 1; and on the card, include his/her name and dates of birth and death. Have students make time-line cards for the ten individuals studied during Segment 2. (Birth dates of individuals still living may be difficult for students to find.) Have students place the time-line cards in the appropriate place on the time-line. The correct placement is as follows:

The 1700's	The 1800's	The Early 1900's	Recent Times and Today
Benjamin Banneker	Frederick Douglass	George Washington Carver	Marian Anderson
Phillis Wheatley	Harriet Tubman	Matthew Henson	Ralph Bunche
	Robert Smalls	Mary McLeod Bethune	Charles Drew
		Langston Hughes	Thurgood Marshall
		Booker T. Washington	Jackie Robinson
			Gordon Parks
			Malcolm X
			Martin Luther King, Jr.

A wall chart might be made, with four parallel columns representing the four periods in American history. Label them as they are labelled above. Have the students find the dates of the lives of the individuals they have learned about and write the names in the appropriate column.

"Data cards" could be made for the individuals students learned about in Segment 1 and for ten of the individuals studied in Segment 2. Each student should make a separate set of cards, one for each individual, recording name and dates of birth and death. Labled cards — one for each of the four periods of American history — can be used to indicate which of four piles a "data card" should belong in. Distribute Data Sheet 7 and have students complete it, using the data cards.

Distribute copies of Data Sheet 8 to which you have added the names of ten individuals studied in Segment 2. Have students complete Data Sheet 8. Although this activity can be done as a team project, you may wish to use it as an occasion for strengthening independent study skills. (See page 11, Segment 3, Activity 1, paragraph 2 about using Data Sheet 6.)

SAMPLE ASSESSMENTS

Students will complete one of the following assessment tasks:

1. Name as many black individuals as you can who lived in each of the following periods of American history:

   The 1700's
   The 1800's
   The Early 1900's
   Recent Times and Today

2. Name as many black individuals as you can who contributed to American life in the past and as many as you can who are contributing to it today.

3. Read the following statement and give two reasons why it is true:

   "Black Americans have made countless contributions to American life in the past and are continuing to do so today."

A UNIT EVALUATION TASK

Write a letter as though it were written by students in another country. The letter indicates that the students are studying about the United States and want to know "about the contributions of black people to life in the United States." Have the class discuss these contributions in terms of the life *for everyone* in the United States.

Have the students list things they can use to help them answer the letter: the team projects, their notebooks or Data Book, their Data Sheets, and materials in the Support Package. Organize the class into teams or small groups to discuss what should be included in their letter of reply. In a class discussion, compare the letters and combine them into a single letter.

After the discussion, consider the following questions in order to determine the comprehensiveness of the students' knowledge and how well they can organize it:

1. Did the students refer to several specific individuals?
2. Did they cite specific contribu[illegible]ck people to American life? In the past? In the present?
3. Did they refer to some of the obstacles black people have faced?
4. Did they refer to the wide range of occupations black people have held and are holding today, including those of people who are not so well-known?

In a final class discussion, have students list some things they can do to learn more about Black Americans. The list will include such items as these:

Read biographies of other black individuals.

Take a trip to the National Portrait Gallery.

Take a trip to Frederick Douglass's home.

Invite black people to visit the class to talk about their heritage.

Keep adding to the Data Book, the Data Sheets, and other class products such as the pie chart and the "Who Am I?" game.

Find out about Africa, African folk tales, black poetry, and black music.

APPENDIX

STUDY MATERIALS FOR STUDENTS

The study materials below have been developed to accompany the unit.

Data Sheets

1. Black Americans Who Have Made Outstanding Contributions to American Life..... A-3
2. Contributions of Black Americans A-5
3. Obstacles Black Americans Have Overcome A-7
4. Occupations of Well-Known Black Americans A-9
5. Occupations of Well-Known Black Americans in the Past and Today A-11
6. Occupations of Black Americans Who Are Not So Well-Known..... A-13
7. Black Americans in American History — Part 1 ..... A-15
8. Black Americans in American History — Part 2 ..... A-17

Planning Forms

Team Planning Form for a Class Slide Show A-19
Team Project Planning Form A-21

Data Book

Black Americans Who Have Made Outstanding Contributions to American Life A-25

Data Sheet 1

BLACK AMERICANS WHO HAVE MADE OUTSTANDING CONTRIBUTIONS TO AMERICAN LIFE

_____

(Name of individual)

_____

(Dates of his/her life)

1. Some important events in his/her life

   _____

   _____

   _____

2. Some of his/her important qualities

   _____

   _____

3. Hardships or obstacles he/she overcame

   _____

   _____

   _____

4. People who helped him/her

   _____

   _____

5. Things he/she did which made other people's lives better

   _____

   _____

   _____

Data Sheet 2

CONTRIBUTIONS OF BLACK AMERICANS

Black Americans Studied by the Class	Things He/She Did Which Made Other People's Lives Better

Data Sheet 3

OBSTACLES BLACK AMERICANS HAVE OVERCOME

Black Americans Studied by the Class	Obstacles They Have Overcome

Data Sheet 4

OCCUPATIONS OF WELL-KNOWN BLACK AMERICANS

Occupations	Black Individuals
Government Work	
Sports	
Television Performing	

Data Sheet 5

OCCUPATIONS OF WELL-KNOWN BLACK AMERICANS IN THE PAST AND TODAY

Occupations	Black Americans in the Past	Black Americans Today
Art		
Civil Rights		
Education		
Exploration		
Government Work		
Music		

Occupations	Black Americans in the Past	Black Americans Today
Science		
Sports		
Television Performing		
Writing		
Others		

Data Sheet 6

OCCUPATIONS OF BLACK AMERICANS WHO ARE NOT SO WELL-KNOWN

Title of the Picture Source You Are Using

Pictures (Give Page Number in Source.)	Occupation(s) Shown

Data Sheet 7

BLACK AMERICANS IN AMERICAN HISTORY – PART 1

The spaces below represent four periods in American history. In each appropriate space, write the names of individuals you have learned about.

The 1700's	The 1800's

The Early 1900's	Recent Times and Today

Data Sheet 8

BLACK AMERICANS IN AMERICAN HISTORY – PART 2

Listed below are the names of some of the black individuals you have learned about during this unit.

Marian Anderson
Benjamin Banneker
Mary McLeod Bethune
Ralph Bunche
George Washington Carver
Frederick Douglass
Charles Drew
Langston Hughes
Matthew Henson
Malcolm X
Martin Luther King, Jr.
Thurgood Marshall
Gordon Parks
Jackie Robinson
Robert Smalls
Harriet Tubman
Booker T. Washington
Phillis Wheatley

The spaces below represent four periods of American history. Find the birth and death dates of the individuals listed above and write their names in the space which represents the period in which they lived.

The 1700's	The 1800's

The Early 1900's	Recent Times and Today

TEAM PLANNING FORM FOR A CLASS SLIDE SHOW

Name of black individual _____

Names of team members _____

_____

Biographies read (arranged alphabetically by authors' names)

Author _____

Title _____

Place of Publication _____

Date of Publication _____

Author _____

Title _____

Place of Publication _____

Date of Publication _____

Check which of the following things you want your slide show to tell about the individual you have studied.

_____ Important events in his/her life

_____ Important qualities he/she had

_____ Some thing(s) he/she did which made other people's lives better

Tasks to be completed	Person who will complete each task	Estimated date of completion
1. Plan the slides. (See next page.)		
2. Plan the script. (See next page.)		
3. Write the script.		
4. Make the slides.		
5. Record the script.		
6. Rehearse.		
7. Present the slide show.		

SLIDES In each box below, and in proper sequence, sketch each slide that will appear in the slide show.	SCRIPT In the boxes below, write the script to accompany the slides.

TEAM PROJECT PLANNING FORM

Name of black individual _____

Team member _____

Biography _____
Author

_____
Title

_____
Place of Publication

_____
Date of Publication

Biography _____
Author

_____
Title

_____
Place of Publication

_____
Date of Publication

Team member _____

Biography _____
Author

_____
Title

_____
Place of Publication

_____
Date of Publication

Describe your project briefly.

_____

_____

_____

Which of the following things will your project explain about the individual you have studied?

_____ A few important events in his/her life

_____ His/her important qualities

_____ Things he/she did which made other people's lives better

The project will explain the following important events in the individual's life:

_____

_____

_____

The project will explain the individual's important qualities:

_____

_____

_____

The project will explain what the individual did to make other people's lives better:

_____

_____

_____

We need the following materials in order to complete this project:

_____

_____

_____

_____

Tasks to be completed	Team member who will complete the task
1.	
2.	
3.	
4.	
5.	

Estimated date of completion: _____

After you have completed the project, answer this question:

If you were going to plan this project again, how would you change your plan?

_____

_____

_____

Data Book

BLACK AMERICANS WHO HAVE MADE OUTSTANDING CONTRIBUTIONS TO AMERICAN LIFE

Table of Contents

I. Black Americans Who Lived in the 1700's

A.

B.

C.

D.

II. Black Americans Who Lived in the 1800's

A.

B.

C.

D.

III. Black Americans Who Lived in the Early 1900's

A.

B.

C.

D.

IV. Black Americans Who Lived Recently or Who Are Alive Today

A.

B.

C.

D.

I.

BLACK AMERICANS WHO LIVED IN THE 1700's

A. _____

(Name of individual)

_____

(Birth and death dates)

1. Important events in his/her life

_____

_____

_____

_____

2. Obstacles he/she overcame

_____

_____

_____

_____

3. Things he/she did to make other people's lives better

_____

_____

_____

_____

4. Sources of information

a) Books

Author Title

Place of publication Publisher Date of publication

Author Title

Place of publication Publisher Date of publication

Author Title

Place of publication Publisher Date of publication

b) Filmstrips and pictures

Producer Title

Producer Title

c) Team project

d) Other

B. _____
(Name of individual)

(Birth and death dates)

etc.

II.

BLACK AMERICANS WHO LIVED IN THE 1800's

A. _____

(Name of individual)

_____

(Birth and death dates)

1. Important events in his/her life

_____

_____

_____

_____

2. Obstacles he/she overcame

_____

_____

_____

_____

3. Things he/she did to make other people's lives better

_____

_____

_____

_____

4. Sources of information

a) Books

Author Title

Place of publication Publisher Date of publication

Author Title

Place of publication Publisher Date of publication

Author Title

Place of publication Publisher Date of publication

b) Filmstrips and pictures

Producer Title

Producer Title

c) Team project

d) Other

B. _____
(Name of individual)

_____
(Birth and death dates)

etc.

III.

BLACK AMERICANS WHO LIVED IN THE EARLY 1900's

A. _____

(Name of individual)

_____

(Birth and death dates)

1. Important events in his/her life

_____

_____

_____

_____

2. Obstacles he/she overcame

_____

_____

_____

_____

3. Things he/she did to make other people's lives better

_____

_____

_____

_____

4. Sources of information

a) Books

Author Title

Place of publication Publisher Date of publication

Author Title

Place of publication Publisher Date of publication

Author Title

Place of publication Publisher Date of publication

b) Filmstrips and pictures

Producer Title

Producer Title

c) Team project

d) Other

B. (Name of individual)

(Birth and death dates)

etc.

IV.

BLACK AMERICANS WHO LIVED RECENTLY OR WHO ARE ALIVE TODAY

A. _____

(Name of individual)

_____

(Birth and death dates)

1. Important events in his/her life

_____

_____

_____

_____

2. Obstacles he/she has overcome

_____

_____

_____

_____

3. Things he/she has done to make other people's lives better

_____

_____

_____

_____

4. Sources of information

a) Books

Author Title

Place of publication Publisher Date of publication

Author Title

Place of publication Publisher Date of publication

Author Title

Place of publication Publisher Date of publication

b) Filmstrips and pictures

Producer Title

Producer Title

c) Team project

d) Other

B. (Name of individual)

(Birth and death dates)

etc.

ITEMS WHICH CONSTITUTE THE UNIT SUPPORT PACKAGE

The items listed below will support the preceding teaching plans. For annotations, see the annotated list of *Resources* on page A-39.

REFERENCE BOOKS AND MULTIPLE BIOGRAPHIES

Two copies of each of the following:

Adams, Russell L. *Great Negroes, Past and Present* (3rd rev. ed.). Chicago: Afro-Am Publishing Co., 1969. (hardback & pbk.)

Hughes, Langston, and Meltzer, Milton. *A Pictorial History of Black Americans.* New York: Crown Publishers, 1973.

One copy of each of the following:

Franco, John, and Lifton, Walter M. *Afro-American Contributions to American Life.* Westchester, Ill.: Benefic Press, 1971.

Hurley, Jane, and Haynes, Doris McGee. *Afro-Americans, Then and Now.* Westchester, Ill.: Benefic Press, 1969.

Johnston, Johanna. *Special Bravery.* New York: Dodd Mead, 1967.

Meltzer, Milton (ed.). *In Their Own Words: A History of the American Negro,* 3 volumes. New York: Thos. Y. Crowell.
1619-1865. 1964.
1865-1916. 1965.
1916-1966. 1967.

SUBJECTS OF FULL-LENGTH BIOGRAPHIES

Anderson, Marian

Tobias, Tobi. *Marian Anderson.* New York: Thos. Y. Crowell, 1972.

Banneker, Benjamin

Clark, Margaret G. *Benjamin Banneker: Astronomer and Scientist.* Champaign, Ill.: Garrard, 1971.

Bethune, Mary McLeod

Carruth, Ella K. *She Wanted to Read: The Story of Mary McLeod Bethune.* Nashville: Abingdon, 1966.

Bunche, Ralph J.

Young, Margaret B. *Picture Life of Ralph J. Bunche.* New York: Franklin Watts, 1968.

Carver, George Washington

Manber, David. *Wizard of Tuskegee: The Life of George Washington Carver.* New York: Thos. Y. Crowell, 1967.

Douglass, Frederick

Davidson, Margaret. *Frederick Douglass Fights for Freedom.* New York: Scholastic Book Service, 1970.

Drew, Charles

Bertol, Roland. *Charles Drew.* New York: Thos. Y. Crowell, 1970.

Henson, Matthew

Ripley, Sheldon. *Matthew Henson: Arctic Hero.* Boston: Houghton Miflin, 1966.

Hughes, Langston

Myers, Elizabeth P. *Langston Hughes: Poet of His People.* Champaign, Ill.: Garrard, 1970.

King, Martin Luther, Jr.

Patterson, Lillie. *Martin Luther King, Jr., Man of Peace.* Champaign, Ill.: Garrard, 1969.

Malcolm X

Adoff, Arnold. *Malcolm X.* New York: Thos. Y. Crowell, 1970.

Marshall, Thurgood

Young, Margaret. *Picture Life of Thurgood Marshall.* New York: Franklin Watts, 1971.

Parks, Gordon

Turk, Midge. *Gordon Parks.* New York: Thos. Y. Crowell, 1971.

Robinson, Jackie

Rudeen, Kenneth. *Jackie Robinson.* New York: Thos. Y. Crowell, 1971.

Smalls, Robert

Sterling, Philip, and Logan, Rayford. *Four Took Freedom: The Lives of Harriet Tubman, Frederick Douglass, Robert Smalls, and Blanche K. Bruce.* Garden City, N.Y.: Doubleday, 1967.

Tubman, Harriet

McGovern, Ann. *Runaway Slave, The Story of Harriet Tubman.* New York: Scholastic Book Service, 1965.

Washington, Booker T.

Patterson, Lillie. *Booker T. Washington, Leader of His People.* Champaign, Ill.: Garrard, 1962.

Wheatley, Phillis

Borland, Kathryn K. *Phillis Wheatley: Young Colonial Poet.* New York: Bobbs-Merrill, 1968.

FILMSTRIPS

Eyegate House, *Image Makers.* 10 filmstrips, 5 records (or cassettes) about ten individuals.

Society for Visual Education (SVE). *Leading American Negroes* and *Martin Luther King, Jr.* 7 filmstrips, 4 records (or cassettes) about seven individuals.

ADAPTING THE UNIT TO MEET SPECIFIC NEEDS

The preceding teaching plans were designed to meet the general needs of upper elementary students and must be adapted to specific school settings. Some teachers will find that the options included in the teaching plans give them sufficient flexibility; other teachers may want to make major changes in the unit. This section is for the latter group. It identifies some of the many variables teachers must take into account in formulating their own teaching plans and suggests some major adaptations of the unit.

• • •

Schools differ in many ways, and these differences affect teacher planning. In adapting this unit to meet their specific needs, each teacher might address the following questions about his/her own school:

How is it organized — in self-contained classrooms, or as an open school? Are schedules flexible? Is there team teaching?

Have priorities been established within the school program? Will these priorities affect your plans for this unit? For example, will you be able to take a field trip to enhance the unit?

What are the socio-economic characteristics of the school neighborhood? Is it racially mixed, or is it heterogeneous? Stable or changing? Are relations between blacks and whites friendly, hostile, tense?

Students vary widely, of course, in their life experiences and in their needs, interests, and aptitudes. Teachers might ask themselves the following questions about the students whom they teach:

Do the reading and writing skills of your students fall across a wide spectrum or within a narrow one?

Do your students work well independently, or do they require a great deal of assistance from you?

Do they work well together in a single group? In teams?

How much knowledge do they have of the content of the unit? How much interest in it are they likely to have at the outset?

What special aptitudes or interests do they have?

Is the group mixed racially? Are relations between children of different races friendly, hostile, tense?

And finally, teachers should reflect on their own aptitudes and interests and ask how they can best be used in planning this unit.

Here are four ways in which a teacher might adapt the unit to meet the needs of a specific school setting:

1. A teacher who has developed a social studies program in which the chronological narrative of American history is stressed might add to it a thread or theme about black individuals; and consequently, students will learn about specific black individuals while they are learning about the colonial period, the Revolutionary War period, the period of the Western Movement, etc. At some time during the year, each student (perhaps working with others as a team) will learn about some specific black individual and explain to other students what he or she has learned

about this individual. Students or teams can produce segments of a slide show during the year dealing with a specific individual; and at the end of the year, the segments can be combined into a complete slide show for presentation to parents or another group of students. To insure that students achieve all the skill-developing activities of the unit, other activities will need to be included.

2. Students who have poorly developed reading and writing skills but for whom visual materials often serve as motivation for reading might view filmstrips before reading biographies, make an art gallery in which they portray the individuals they have learned about, and take a trip to the National Portrait Gallery. The individuals students learn about might be chosen from those listed below because there is an especially rich selection of visual materials available about them. Portraits of each are included in the Gallery's collection, and each has been subject of a filmstrip:

Marian Anderson	Frederick Douglass	Harriet Tubman
Benjamin Banneker	Charles Drew	Booker T. Washington
Mary McLeod Bethune	Langston Hughes	Phillis Wheatley
Ralph Bunche	Martin Luther King, Jr.	
George Washington Carver	Thurgood Marshall	

This group of individuals is so inclusive that students could master three of the four instructional objectives of the unit by focusing on them alone. It would be necessary to include an activity dealing with blacks who are not well-known. A teacher who adapted the unit in this way would make substantial changes in the Unit Support Package.

3. A teacher who thinks that his/her group would profit from studying a few individuals in depth might provide for the study of Martin Luther King, Jr., Frederick Douglass, and Harriet Tubman, who have been the subjects of a number of biographies with different readability estimates. Teams could be organized to study each individual and communicate about him/her with other teams. Such a group might take a trip to Frederick Douglass's home and the Anacostia Museum. It would be necessary to include a few additional activities — about blacks alive today and blacks who are not well-known — so that students could encounter all the instructional objectives included in the unit.

4. The order of presenting the Unit Segments might be changed for a group of students whose motivation for learning about black people is low. Children could begin with Segment 4, identifying television performers and athletes, and identifying additional occupations (or areas of life) in which blacks are making contributions today. The treatment of biography-reading might be organized in terms of occupational groups. Students might plan a television program about "Black Americans Yesterday and Today," making visuals and writing scripts as teams. Video taping equipment might be borrowed from the administrative area office so that students could videotape the program (allow plenty of time for rehearsals) and present it to another group of students. A Support Package for this unit might include more biographies of athletes than the Unit Support Package, and it should include the multibiography by Charlemae Rollin, *Negro Entertainers of Stage, Screen, and Television.*

RESOURCES

Note: Books and audiovisual materials which have been included in the Unit Support Package are identified by an asterisk(*).

TEXTBOOKS

Few social studies textbooks published prior to 1965 gave sufficient and well-balanced attention to Black Americans. Teachers who use textbooks as a major resource in social studies instruction should check publication dates to determine whether these books can be used to support a biographical approach. Most social studies textbook series published since 1970, and some published between 1965 and 1970, give careful attention to the many roles Black Americans have played and are playing in American life.

REFERENCE BOOKS

Standard social studies reference books (encyclopedias, world almanacs, etc.) will be helpful in supporting a biographical approach. Other reference books are suggested here:

Hopkins, Lee Bennett
Important Dates in Afro-American History
Franklin Watts, Inc., 1969. 188 pp.

A well-illustrated book which includes biographical information about many individuals. While the text is advanced, pictures and information items make this a useful reference tool for upper elementary students. Good index.

*Hughes, Langston, and Meltzer, Milton
A Pictorial History of Black Americans
New York: Crown Publishers, Inc., 1973. 377 pp.

A well-organized, lavishly illustrated history of American Negroes, a classic in the field. A basic reference which belongs in all school libraries and all classrooms studying Black Americans.

*Meltzer, Milton (ed.).
In Their Own Words: A History of the American Negro, 3 volumes
1619-1865, 196 pp., 1964.
1865-1910, 180 pp., 1965.
1916-1966, 213 pp., 1967.
New York: Thomas Y. Crowell
Paperback edition: Apollo Books

Attractively presented documents of American Negro history with clearly written introductory material. By using the index, students can find authentic statements made by the individuals they are studying.

Montgomery County Public Schools, Rockville, Maryland
Department of Human Relations
Multiethnic Reminder: A Day for All People

Prepared for teachers' use, this booklet is organized according to the school year. It lists the birthdays of individuals of many ethnic groups and the holidays which have ethnic significance. Contains less information about black individuals than the Hopkins volume, but is a good tool for teachers.

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*In Unit Support Package

Swift, Hildegarde
North Star Shining: A Pictorial History of the American Negro
New York: Morrow, 1947. 45 pp.

The narrative of Afro-American history is told in free verse with attractive illustrations. This is the only such book included in this list; biographical treatment of individuals is brief but moving.

Young, Margaret B.
The First Book of American Negroes
New York: Franklin Watts, 1966. 85 pp.

The book begins with a brief treatment of American Negro history and continues with a presentation of contributions of black people to American life. Many individuals are mentioned, but the biographical treatment of each is brief. Indexed.

MULTIPLE BIOGRAPHIES

•Adams, Russell L.
Great Negroes, Past and Present
Chicago: Afro-Am Publishing Co., 1964. 182 pp.

A basic reference tool, dealing with more than 150 black individuals. Information is organized historically and by occupational categories. While the text is advanced, the illustrations and other characteristics make this a useful book. Indexed.

Dobler, Lavinia G., and Toppin, Edgar A.
Pioneers and Patriots: The Lives of Six Negroes of the Revolutionary Era
Garden City, N.Y.: Doubleday, 1965. 116 pp. Paperback edition

Biographies of six black individuals. Assumes some knowledge of American history. Interesting and well-written except for account of Peter Salem.

Benjamin Banneker
John Chavis
Paul Cuffe
Jean Baptiste Pointe de Sable
Peter Salem
Phillis Wheatley

Fitzgerald Publishing Co.
Golden Legacy Series

This series of lively biographies published in comic-book form may help motivate students who do not like to read. Those treated are:

Toussaint L'Ouverture
Harriet Tubman
Crispus Attucks
Benjamin Banneker
Matthew Henson
Alexander Dumas
Frederick Douglass
Robert Smalls
Joseph Cinque
Walter White, Roy Wilkins, Thurgood Marshall
Black Cowboys
Martin Luther King, Jr.
Alexander Pushkin
Ancient African Kingdoms

•In Unit Support Package

Franco, John, and Lifton, Walter M.
Afro-American Contributors to American Life
Westchester, Ill.: Benefic Press, 1971. 192 pp.

This book contains brief biographies of 20 individuals. Biographical information is provided for each individual indicated below, presented in three consecutive passages, ranging in difficulty.

Marian Anderson	James Weldon Johnson
Benjamin Banneker	Percy L. Julian
Mary McLeod Bethune	Martin Luther King, Jr.
Ralph Bunche	Jan Matzelinger
George Washington Carver	Willie Mays
Frederick Douglass	Jackie Robinson
Charles Drew	Henry Ossawa Tanner
Paul Laurence Dunbar	Harriet Tubman
Matthew Henson	Booker T. Washington
Langston Hughes	Daniel Hale Williams

Hurley, Jane, and Haynes, Doris McGee
Afro-Americans, Then and Now
Westchester, Ill.: Benefic Press, 1969. 144 pp.

This is an account of African experience and slavery, followed by short biographies.

Benjamin Banneker	Percy Julian
Edward Brooke	Martin Luther King, Jr.
Gwendolyn Brookes	Jean Baptiste Pointe de Sable
Paul Cuffe	Bill Pickett
Benjamin O. Davis, Jr.	Harriet Tubman
Frederick Douglass	Ethel Waters
Althea Gibson	Phillis Wheatley
W. C. Handy	Daniel Hale Williams
Matthew Henson	Whitney Young
John Johnson	

*Johnston, Johanna
Special Bravery
New York: Dodd Mead, 1967. 95 pp. Paperback edition: Apollo Books

Brief biographies told in verse. Attractive format and illustrations.

Marian Anderson	James Forten
Crispus Attucks	Matthew Henson
Benjamin Banneker	Martin Luther King, Jr.
Mary McLeod Bethune	Jackie Robinson
Henry Brown	Robert Smalls
Ralph Bunche	Harriet Tubman
George Washington Carver	Booker T. Washington
Frederick Douglass	

*In Unit Support Package

Rollins, Charlemae
Famous Negro Entertainers of Stage, Screen, and TV
New York: Dodd Mead, 1967. 122 pp.

Biographies of some black show people.

Ira Aldridge	Lena Horne
Marian Anderson	Eartha Kitt
Louis Armstrong	Sidney Poitier
Josephine Baker	Leontyne Price
Harry Belafonte	Paul Robeson
Nat King Cole	Bill Robinson
Sammy Davis, Jr.	Bert Williams
Duke Ellington	"Fats" Waller

Shackelford, Jane D.
The Child's Story of the Negro
Associated Press, 1956 and 1968. 222 pp.

Although its format is somewhat dated, this volume contains a summary of Afro-American history and brief biographies of 18 individuals.

Phillis Wheatley	Henry Ossawa Tanner
Benjamin Banneker	Jan E. Matzelinger
Paul Cuffe	Col. Charles Young
Ira Aldrich	Harry T. Burleigh
Frederick Douglass	Mary McLeod Bethune
Booker T. Washington	Mary Church Terrell
George Washington Carver	Charles Clinton Spaulding
Charles Henry Turner	Carter Woodson
Paul Lawrence Dunbar	Ralph Bunche

Sterling, Dorothy, and Quarles, Benjamin
Lift Every Voice: The Lives of B. T. Washington, W. E. B. DuBois, M. C. Terrell and James W. Johnson
Garden City, N.Y.: Doubleday, 1965. 114 pp.

Biographies of four leading black individuals are interestingly written and illustrated.

*Sterling, Philip, and Logan, Rayford
Four Took Freedom: The Lives of Harriet Tubman, Frederick Douglass, Robert Smalls, and Blanche K. Bruce.
Garden City, N.Y.: Doubleday, 1967. 116 pp.

This book presents biographies of four leading black individuals who lived during the period before and immediately following the Civil War.

BIOGRAPHIES OF INDIVIDUALS**

Anderson, Marian (1902-)
Newman, Shirlee P.
Marian Anderson: Lady from Philadelphia
Philadelphia: Westminster Press, 1966. 174 pp.

An excellent biography for mature readers. Illustrated with photographs.

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*In Unit Support Package

**Biographies illustrating the sample category of Black Athletes appear on page A-50.

*Tobias, Tobi
Marian Anderson
New York: Thomas Y. Crowell, 1972. 40 pp.

Nicely illustrated attractive biography of Marian Anderson, focusing on her childhood and musical triumphs.

Attucks, Crispus (1723-1770)
Millender, Dharathula H.
Crispus Attucks: Boy of Valor
New York: Bobbs-Merrill, 1965. 200 pp.

A fictionalized account of the life of a Negro killed in the Boston massacre in 1770.

Banneker, Benjamin (1731-1806)
*Clark, Margaret Goff
Benjamin Banneker, Astronomer and Scientist
Champaign, Ill.: Garrard, 1971. 96 pp.

An excellent well-illustrated account of the self-taught mathematician-astronomer who lived near Baltimore and assisted in the first survey of the city of Washington, D.C.

Beckwourth, Jim (1798-1876)
Felton, Harold W.
Jim Beckwourth, Negro Mountain Man
New York: Dodd Mead, 1966.

A fascinating account of frontier life in the mid-19th century and the varied experiences of a black trapper and trader. Based on a biography published in 1856.

Place, Marian T.
Mountain Man: The Life of Jim Beckwourth
New York: MacMillan, 1970.

A biography of Jim Beckwourth written in easy-to-read form.

Bethune, Mary McLeod (1875-1955)
Burt, Olive W.
Mary McLeod Bethune: Girl Devoted to Her People
New York: Bobbs-Merrill, 1970. 200 pp.

This book focuses on Mrs. Bethune's childhood but deals also with the founding of her school and her years as a public figure.

*Carruth, Ella K.
She Wanted to Read: The Story of Mary McLeod Bethune
Nashville: Abingdon, 1966. 80 pp.
Paperback edition: Pocketbooks — Archway

A well-told story of a Black American who spent her life educating others.

Bunche, Ralph J. (1904-1971)
*Young, Margaret B.
Picture Life of Ralph J. Bunche
New York: Franklin Watts, 1968. 75 pp.

Good photographs and a simple text provide an outline of the principal events in the life of the late U.S. Ambassador to the United Nations.

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*In Unit Support Package

Carver, George Washington (1864-1943)

Aliki (Brandenberg, Aliki)
A Weed Is a Flower: The Life of George Washington Carver
Englewood Cliffs, N.J.: Prentice-Hall, 1965.

An attractive picture book with a brief text which provides an outline of Dr. Carver's life.

Bontemps, Arna
The Story of George Washington Carver
New York: Grosset & Dunlap, 1954. 182 pp.

A full account of Dr. Carver's life.

*Epstein, Samuel
George Washington Carver: Negro Scientist
Champaign, Ill.: Garrard, 1960. 80 pp. Paperback edition: Dell

An engaging and amply illustrated account of Dr. Carver's life.

Manber, David
Wizard of Tuskegee: The Life of George Washington Carver
New York: Thomas Y. Crowell, 1967.

A nicely-illustrated account of Dr. Carver's life.

Stevenson, Augusta
George Washington Carver: Boy Scientist
New York: Bobbs-Merrill, 1944. 200 pp.

A fictionalized account of Carver's boyhood.

White, Ann Terry
George Washington Carver: The Story of a Great American
New York: Random House, 1953. 182 pp. Paperback edition: Scholastic

An excellent and comprehensive account of the life of the great scientist of Tuskegee Institute.

Charles, Ray

Mathis, Sharon Bell
Ray Charles
New York: Thomas Y. Crowell, 1973. 34 pp.

A sensitive account of the life of the great blind pianist.

Chisholm, Shirley

Brownmiller, Susan
Shirley Chisholm
New York: Archway, 1970. 144 pp. Paperback edition only

This book traces Ms. Chisholm's life from her girlhood in Barbados through New York state politics to her election in the U.S. Congress as its first black woman member. For mature readers who have some understanding of political life.

*In Unit Support Package

Cuffe, Paul (1759-1817)

Johnston, Johanna
Paul Cuffe, American's First Black Captain
New York: Dodd Mead, 1970. 91 pp.

A well-paced account of a lover of the sea who became a wealthy trader. Briefly at the end of his life he transported a number of blacks to Sierra Leone.

Douglass, Frederick (1817-1895)

Bontemps, Arna
Frederick Douglass: Slave-Fighter, Freeman
New York: Alfred A. Knopf, 1959. 177 pp.

While the appearance of the book is dated, the text is an absorbing account which focuses on Douglass' childhood and his suffering as a slave. It deals rapidly and briefly with his mature years.

*Davidson, Margaret
Frederick Douglass Fights for Freedom
New York: Scholastic Book Service, 1970. 80 pp.

An excellent account of the entire life of Frederick Douglass, beautifully illustrated with authentic contemporary materials.

Ritchie, Barbara (ed.)
The Life and Times of Frederick Douglass
New York: Thomas Y. Crowell, 1966. 202 pp.

Selections from Douglass's autobiography published in 1892.

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The Mind and Heart of Frederick Douglass — Excerpts from His Speeches
New York: Thomas Y. Crowell, 1968. 202 pp.

Brief selections from Douglass's speeches. Reading the speeches themselves will give students an awareness of Douglass's power as orator and human being.

*Patterson, Lillie
Frederick Douglass: Freedom Fighter
Champaign, Ill.: Garrard, 1965. 80 pp.

This simple well-illustrated text tells the main events in the life of the slave who became an abolitionist-journalist.

Drew, Charles (1904-1950)

*Bertol, Roland
Charles Drew
New York: Thomas Y. Crowell, 1970. 33 pp.

A nicely-illustrated account of the childhood, youth, and medical training of Dr. Drew; his research in blood plasma; and his leadership in developing the Red Cross Blood Bank. A straightforward treatment of the prejudice he encountered.

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*In Unit Support Package

Lichello, Robert
Pioneer in Blood Plasma: Dr. Charles Drew
New York: Messner, 1968. 190 pp.

A full account of Dr. Drew's life for mature readers.

Forten, James (1766-1842)
Douty, Esther M.
Forten the Sailmaker: Pioneer Champion of Negro Rights
Chicago: Rand McNally, 1968.

Vivid account of the life and times of James Forten, a wealthy Philadelphia Negro, who devoted his efforts to the cause of Negro freedom and equality.

Fortune, Amos (c. 1710-1801)
•Yates, Elizabeth
Amos Fortune: Free Man
New York: Dell, 1971.

A good account of Amos Fortune from his youth in Africa to his death as a freeman in New Hampshire.

Henson, Matthew (1867-1955)
•Ripley, Sheldon
Matthew Henson: Arctic Hero
Boston: Houghton-Mifflin, 1966. 192 pp.

An absorbing account of the man who, with Peary, discovered the North Pole.

Hughes, Langston (1902-1967)
Myers, Elizabeth P.
Langston Hughes, Poet of His People
Champaign, Ill.: Garrard, 1970.

Good account of the life of Langston Hughes. Excerpts of some of Hughes' poems are included.

Johnson, James Weldon (1871-1938)
Felton, Harold W.
James Weldon Johnson
New York: Dodd Mead, 1971. 94 pp.

Attractive, well illustrated account of the varied experiences of Mr. Johnson as teacher and musician.

King, Martin Luther, Jr. (1929-1968)
Boone-Jones, Margaret
Martin Luther King, Jr.: A Picture Story
Chicago: Children's Press, 1968. Pages unnumbered

A picture book with attractive drawings and simple text. Information is very limited, but the spirit of Dr. King is conveyed.

•In Unit Support Package

Clayton, Edward T.
Martin Luther King: The Peaceful Warrior (3rd ed.)
Englewood Cliffs, N.J.: Prentice-Hall, 1964. 83 pp.

Well-illustrated, excellent summary of the principal events in Dr. King's life. The narrative ends with the award of the Nobel Prize.

Harrison, Deloris (ed.)
We Shall Live in Peace: The Teaching of Martin Luther King, Jr.
New York: Hawthorn, 1968. 64 pp.

Excerpts from Dr. King's speeches and writing are linked by a narrative which summarizes the events in which Dr. King participated. Nicely illustrated with tasteful drawings.

Millender, Dharathula H.
Martin Luther King, Jr., Boy with a Dream
New York: Bobbs-Merrill, 1969. 200 pp.

Focuses on Dr. King's childhood but includes a brief account of the main events in his life from the Montgomery bus boycott to his death.

•Patterson, Lillie
Martin Luther King, Jr.: Man of Peace
Champaign, Ill.: Garrard, 1969. 96 pp.

An attractive, well-illustrated biography which covers the entire life of Dr. King.

Peck, Ira
The Life and Words of Martin Luther King, Jr.
New York: Scholastic Books, 1968. 96 pp.

An account of the life of Martin Luther King, Jr., illustrated with photographs.

Preston, Edward
Martin Luther King: Fighter for Freedom
Garden City, N.Y.: Doubleday, 1968. 142 pp.

Another account of the life of Dr. Martin Luther King, Jr.; includes many photographs.

Rowe, Jeanne A.
An Album of Martin Luther King, Jr.
New York: Franklin Watts, 1970. 72 pp.

An excellent collection of photographs which tell the story of Dr. King's life.

Young, Margaret B.
Picture Life of Martin Luther King, Jr.
New York: Franklin Watts, 1968. 44 pp.

Photographs and a simple text are an effective introduction to the life of the great civil rights leader.

•In Unit Support Package

Love, Nat (1854-1921)

Clark, Charlotte
Black Cowboy: The Story of Nat Love
Eau Claire, Wisc.: E. M. Hale Co., 1970.

An attractively illustrated and exciting account of a Negro, born a slave, who went west to live the life of a cowboy.

Felton, Harold W.
Nat Love, Negro Cowboy
New York: Dodd Mead, 1969. 93 pp.

An attractive, exciting account of the adventures of a Negro whose sense of adventure took him west from his birthplace in Tennessee to Texas, Arizona, and California.

Malcolm X (1925-1965)

*Adoff, Arnold
Malcolm X
New York: Thomas Y. Crowell, 1970. 42 pp.

An absorbing and realistic account, well-illustrated, of the childhood of Malcolm X, his conversion to the Muslim religion, and his leadership of black people.

Marshall, Thurgood (1908-)

*Young, Margaret
The Picture Life of Thurgood Marshall
New York: Franklin Watts, 1971. 46 pp.

Photographs and a simple text tell the story of Marshall's childhood and education; his work as a lawyer to secure civil rights for blacks; his appointment as a federal judge; and finally his appointment as a justice of the United States Supreme Court.

Parks, Gordon (1912-)

*Turk, Midge
Gordon Parks
New York: Thomas Y. Crowell, 1971. 33 pp.

A realistic, well-illustrated account of the childhood of the great photographer and the growth of his professional skill.

Parks, Rosa (1913-)

Greenfield, Eloise
Rosa Parks
New York: Thomas Y. Crowell, 1973. 34 pp.

The book deals with the many forms of discrimination Mrs. Parks suffered and her life-long resistance to them. The most famous example was her refusal to move to the back of a Montgomery, Alabama, bus — an action which precipitated the now famous Montgomery bus boycott.

*In Unit Support Package

Tubman, Harriet (c. 1823-1913)

Epstein, Sam and Beryl
Harriet Tubman: Guide to Freedom
Champaign, Ill.: Garrard, 1968. 96 pp.

A well-illustrated, attractive, and comprehensive account of the life of the conductor of the Underground Railroad.

Humphreville, Frances T.
Harriet Tubman: Flame of Freedom
Boston: Houghton Mifflin, 1967. 192 pp.

A full and exciting account of the childhood and adult accomplishments of Harriet Tubman. A good treatment of the hardship of slavery in the life of a little girl.

*McGovern, Ann
Runaway Slave: The Story of Harriet Tubman
New York: Scholastic Book Service, 1965.

An attractive, exciting account of the escape of many slaves on the Underground Railroad and of Harriet Tubman's assistance.

Petry, Ann
Harriet Tubman: Conductor on the Underground Railroad
New York: Thomas Y. Crowell, 1955. 247 pp. Paperback edition: Pocketbooks

An absorbing account of the dramatic life of the brave and selfless Harriet Tubman.

Sterling, Dorothy
Freedom Train: The Story of Harriet Tubman
Garden City, N.Y.: Doubleday, 1954. 191 pp.

Another absorbing account of the heroic woman who led many slaves to freedom.

Turner, Nat (1800-1828)

Griffin, Judith Berry
Nat Turner
New York: Coward McCann, 1970. 64 pp.

This book focuses on the humiliation of slavery, longing for freedom, and religious faith of Nat Turner. His story and the story of his rebellion are told realistically and well.

Washington, Booker T. (1856-1915)

*Patterson, Lillie
Booker T. Washington: Leader of His People
Champaign, Ill.: Garrard, 1962. 80 pp.

Well-presented account of the principal events in the life of the great founder of Tuskegee Institute.

Stevenson, Augusta
Booker T. Washington: Ambitious Boy
New York: Bobbs-Merrill, 1950. 200 pp.

A fictionalized account of the childhood of Booker T. Washington.

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*In Unit Support Package

Wise, William
Booker T. Washington
New York: G. P. Putnam, 1968. 62 pp.

Another well-illustrated account of the life of Booker T. Washington.

Wheatley, Phillis (1753-1784)
*Borland, Kathryn K., and Speicher, Helen R.
Phillis Wheatley: Young Colonial Poet
New York: Bobbs-Merrill, 1968. 200 pp.

A moving account of life of the slave girl who during the Revolutionary War period became the first well-known black poet.

Graham, Shirley
The Story of Phillis Wheatley
New York: Messner, 1949. 176 pp.

A good account of the slave girl who grew up to write poetry at the time of the American Revolution.

BIOGRAPHIES OF BLACK ATHLETES

Many biographies about black athletes — some of them volumes in series — have been published for young readers. Some published in the 1950's and early 1960's are too difficult for many upper elementary students to read, but high interest sometimes makes them possible for even slow readers.

The list below is a partial list. With two exceptions, all have been published since 1970. The exceptions are the book about Hank Aaron, included because of his accomplishments in the 1974 baseball season, and one of the books about Jackie Robinson, included because he is one of the individuals who may be studied in the unit.

Multiple Biography
Orr, Jack
The Black Athlete: His Story in American History
New York: Lion Press, 1969. 158 pp.

The text is advanced but the photographs are excellent and tell the story of many black athletes in many sports.

Individual Biographies

Hirschberg, Al
Henry Aaron: Quiet Superstar
New York: G. P. Putnam, 1969.

Published before Hank Aaron surpassed Babe Ruth's home run record, this is a good account of his childhood and early life in baseball.

Wilson, Beth
Muhammad Ali
New York: G. P. Putnam, 1974. 62 pp.

A sympathetic account of the boyhood and boxing career of the controversial champion.

*In Unit Support Package

Rudeen, Ken
Wilt Chamberlain
New York: Thomas Y. Crowell, 1970. 33 pp.

The story of the tall, Philadelphia-born basketball player whose basketball career began in school, continued in college, and moved on into professional basketball.

Owens, Jesse, and Neimark, Paul G.
The Jesse Owens Story
New York: G. P. Putnam, 1970.

The story of one of sports' great track stars. A good volume in the "Putnam Sports Shelf" series.

Kaufman, Mervyn
Jesse Owens
New York: Thomas Y. Crowell, 1973. 34 pp.

Attractive volume in a good series which covers the principal events in Jesse Owens' life — his childhood in Alabama and Ohio; his early experiences in athletics; the forms of discrimination he suffered; his Olympic championship; and his concern with equal employment opportunities and children's athletics later in his life.

Robinson, Jackie, and Duckett, Alfred
Breakthrough to the Big League
New York: Harper and Row, 1965. 178 pp.

An excellent well-illustrated biography of the major leagues' first black player.

*Rudeen, Kenneth
Jackie Robinson
New York: Thomas Y. Crowell, 1971. 42 pp.

A simple text and nice illustrations provide an outline of the major events in Robinson's life.

Libby, Bill
O.J.: The Story of Football's Fabulous O.J. Simpson
New York: G. P. Putnam, 1974. 192 pp.

Account of the life and career of football's record-setting O.J. Simpson.

PERIODICALS

The Washington Post and *The Evening Star* are good sources of pictures. Other sources are the following:

Ebony, Ebony Junior
820 South Michigan Avenue
Chicago, Illinois 60605

Black Sports
386 Park Avenue, So.
New York, N.Y. 10016

*In Unit Support Package

AUDIOVISUAL MATERIALS

Filmstrips

The following sets of filmstrips deal with the principal events in the lives of their subjects. The art work in all of them is acceptable, and all of them cover their subjects in adequate detail.

*Eye Gate House
"Image Makers"
10 filmstrips, 5 records or cassettes, Teacher's Guide

The set includes a filmstrip and record about each of the following:

Marian Anderson
Mary McLeod Bethune
Edward W. Brooke
Gwendolyn Brooks
Ralph Bunche
Charles Richard Drew
Matthew Henson
Martin Luther King, Jr.
Thurgood Marshall
Jackie Robinson

The variety of individuals treated gives this set merit. Absence of a script is a disadvantage to teachers.

*Society for Visual Education
"Leading American Negroes"
6 filmstrips, 3 records or cassettes, script booklets

The set includes a filmstrip and record about each of the following:

Mary McLeod Bethune
George Washington Carver
Benjamin Banneker
Frederick Douglass
Robert Smalls
Harriet Tubman

The depth of information presented in this set is greater than in the other sets.

*Society for Visual Education
"The Reverend Dr. Martin Luther King, Jr."
Filmstrip, record, and script

This filmstrip fits with the set above.

Library Filmstrip Center
"Black History"
4 filmstrips, 2 records. No script or teacher's guide.

Universal Education and Visual Arts
"History of Black America"
8 filmstrips, 4 records, teacher's manual (in which the frames and scripts are reproduced)

Warren Schloat Productions
"Minorities Have Made America Great." Parts I and II; Negroes.
2 filmstrips, 2 records, teacher's manual (in which scripts are reproduced)

*In Unit Support Package

Bulletin Board Display Prints

The Afro-Am Publishing Company has produced nine portfolios of 11" x 14" prints (each containing prints of 24 individuals) for bulletin board display. Prints are in black and brown tones and are enlargements of the illustrations in the multiple biography *Great Negroes Past and Present*. They are plastic coated and contain brief biographical notes. The portfolio "Negroes in Our History" includes prints of the following individuals focused on during the unit:

Benjamin Banneker
Mary McLeod Bethune
George Washington Carver
Frederick Douglass
Matthew Henson
Robert Smalls
Harriet Tubman
Booker T. Washington
Phillis Wheatley

The portfolio "Modern Negro Contributors" includes prints of the following individuals focused on during the unit:

Ralph Bunche
Langston Hughes
Martin Luther King, Jr.
Thurgood Marshall

The Association for the Study of Afro-American Life and History, 1401 14th St., N.W., Washington, D.C., has published prints in various sizes, ranging in price from $.50 to $2.00 each, of all the individuals focused on during the unit except Malcolm X and Gordon Parks.

Audio Visual Enterprises
"Famous Black Americans"
12 study prints
Prints are plastic coated and in color. Each has brief biographical notes about the individual portrayed and refers to other black individuals in related fields. The following individuals are included:

Marian Anderson
Edward W. Brooke
George Washington Carver
Frederick Davison
Frederick Douglass
Charles Drew
Arthur Gaston
Martin Luther King, Jr.
Thurgood Marshall
Willie Mays
Sidney Poitier
Booker T. Washington

David C. Cook Publishing Co.
"Black Americans Yesterday and Today"
Picture portfolio of 20 pictures
Several prints depict historical events. Group portraits include Richard Allen, Benjamin Banneker, Phillis Wheatley; black military figures; black explorers; and black writers.

Individual portraits of the following are included:

Mary McLeod Bethune
Ralph Bunche
Frederick Douglass
Charles Drew
Martin Luther King, Jr.
Garrett Morgan
P.B.S. Pinchback
Harriet Tubman

PLACES TO VISIT

If field trips are feasible, those recommended below can contribute to students' general education about Black Americans, enrich their understanding, and provide opportunities for group planning to further the development of skills in working as group members.

The National Portrait Gallery

8th and "G" Streets, N.W.
Washington, D.C.
Telephone: 381-6347

The National Portrait Gallery is a valuable resource for any social studies unit about Black Americans. It is one of the museums in the Smithsonian Institution and is housed in a building which has been designated as a National Historical Site. The Gallery is beautifully arranged and well-staffed.

The Gallery has a permanent collection of portraits of individuals who have made significant contributions to American life. Portraits of many Black Americans are included in the collection. Some are on permanent display, and others are included from time to time in special exhibitions. Those whose portraits are on permanent display and who are also the subjects of full-length biographies which can be read by upper elementary students include:

Mary McLeod Bethune (2 paintings)
George Washington Carver (painting)
Frederick Douglass (2 paintings)
Charles Drew (painting)
Langston Hughes (painting)
James Weldon Johnson (painting)
Martin Luther King, Jr. (sculpture)
Harriet Tubman (painting)
Booker T. Washington (sculpture)

The portraits of Marian Anderson, Ralph Bunche, Paul Laurence Dunbar, and Thurgood Marshall are not on *permanent* display because the Gallery's rules forbid the permanent display of an individual's portrait until ten years after his/her death; but slides of these portraits may be viewed on request. Photographic reproductions of portraits of Benjamin Banneker and Phillis Wheatley are occasionally on display; slides of these portraits, too, may be viewed on request.

Portraits of Ira Aldridge and W. E. B. DuBois are also on permanent display. These men have been treated in several multiple biographies suitable for upper elementary students. A portrait of Absolom Jones, a black clergyman of the early 19th century, is of unusual artistic merit and is also on permanent display.

The Education Division of the National Portrait Gallery operates a tour program and on occasion may be able to arrange special tours to meet the special needs of students. Gallery personnel may be able to visit your classroom to prepare students for a visit to the Gallery, describing the Gallery, discussing portraiture, showing slides, and helping students to make portraits themselves.

Cedar Hill, Frederick Douglass Memorial Home

1411 "W" Street, S.E.
Washington, D.C.
Telephone: 889-1736

Frederick Douglass was a resident of Washington, D.C., from 1870 until his death in 1895. His first home in the District (at 316 "A" Street, N.E., on Capitol Hill) has become the Museum of African Art. He moved to his second home, named Cedar Hill, in 1877. It is a lovely house high on a hill in Anacostia overlooking the city of Washington. In 1962, Cedar Hill was designated a National Historical Site and is under the supervision of the National Park Service. The house is full of Douglass memorabilia which links Douglass in a striking way to life today. Cedar Hill is open for tours all year from 9:00 a.m. to 4:00 p.m. and maintains a staff of tour guides. Appointments for tours should be made well in advance.

The Anacostia Neighborhood Museum

2405 Martin Luther King Avenue, S.E.
Washington, D.C.
Telephone: 381-6691
Hours: 10:00 a.m. to 6:00 p.m., M-F

The Anacostia Neighborhood Museum of the Smithsonian Institution was founded in 1967. It houses several different exhibits each year, provides programs for children, and presents occasional performances connected with the Museum's other activities. The Museum welcomes visits by school groups, but they must be scheduled well in advance. Teachers who wish to plan visits should talk with members of the education staff who will try to adapt their presentation to a specific group's interests.